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ABSTRACT

This guide is designed to assist school personnel to profile their data on student behavior to support school improvement goal setting. A profile is a document that presents a broad description of student performance in the areas of academic achievement, behavior, and attitude. The profiling process is outlined in eight steps: (1) plan the profile, which requires attention to potential measures of student behavior and the problems of measuring such behavior; (2) plan the data collection, determining how the data should be reported; (3) collect the data, using existing data, designing new data collection systems and developing and using self-report instruments; (4) prepare the data tables depending on how much and what information is being collected; (5) report the results, determining the most important comparisons and what is most relevant to the school; (6) develop narrative statements that represent the most important facts in the data; (7) evaluate the findings, drawing the most important narrative statements together and ranking the findings; and (8) create goal statements that reflect desirable accomplishments for the coming year and that include both long- and short-range goals. Each of these steps is described in detail, and 7 tables and 16 figures illustrate the process. (WTH)

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THE Northwest Regional Educational Laboratory

PROGRAM REPORT

THE SCHOOL PROFILING GUIDE: SCHOOL RELATED BEHAVIOR

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For

Evaluation and Assessment

March 1987

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The School Profiling Guide: School Related Behavior

Introduction

This guide is the third in a series designed to assist school personnel to profile their data to support school improvement goal setting. The profiling process is being used by many schools and districts as a tool for school improvement. An example of a school improvement process that includes school profiling is the Onward to Excellence program of the Northwest Regional Educational Laboratory (NWREL).

Profiling involves identifying and collecting the pertinent school measures, preparing the profile, reporting the results, evaluating the findings and developing action goals. A profile is a document that presents a broad description of student performance in the areas of academic achievement, behavior and attitude.

THE PROFILING PROCESS

1. PLANNING THE PROFILE
2. PLANNING THE DATA COLLECTION
3. COLLECTING THE DATA
4. PREPARING THE DATA TABLES
5. REPORTING THE RESULTS
6. DEVELOPING NARRATIVE STATEMENTS
7. EVALUATING THE FINDINGS
8. DEVELOPING GOALS

This guide describes the profiling process using measures of student behavior. Behavior has been increasingly used to measure the attainment of educational objectives (Wolf, 1979). It is assumed that behavior represents both a process or mediator of education and an outcome of education. For example, a student who is absent many days of the year is assumed to receive less educational instruction. Absenteeism is thus assumed to effect (be a mediator to) student achievement. Many schools believe that teaching the good habit of regular attendance is an important outcome of the schooling experience.

Many schools are now measuring behavior to (1) establish a baseline, (2) assess the accomplishment of school or district objectives in this area or (3) study the relationships between social behavior and areas of student performance.

Figure 1 on page 3 is an example of a profile from one school, along with the narrative statements and how the information was used in setting goals. It includes comparable data from the district and state over a six year period of time. This example will assist you in understanding what one portion of a profile using behavioral data would look like.

1 PLANNING THE PROFILE

Planning the profile requires some attention to potential measures of student behavior and the problems of measuring such behavior.

What are some measures of student behavior?

For purposes of profiling we have defined behavior as the observable or reported measurement of activities deemed important in the educational process or its outcome. This is a very broad definition. Others have used a more specific definition to focus in on student compliance in the school or classroom codes of conduct.

Measures of student behavior can come from several places. Student behavior may come from the many administrative reports already maintained by the school; they may come from asking students about their behavior; or they may come from structured observations such as gathered with "time on task" observation and so on. For purposes of this guide, we will deal with administratively reported and student self-reported behaviors.

Table 1 suggests some measures of student behavior that can be obtained from administrative or student reporting.

Table 1

Examples of Administrative and Student Reported Behavior

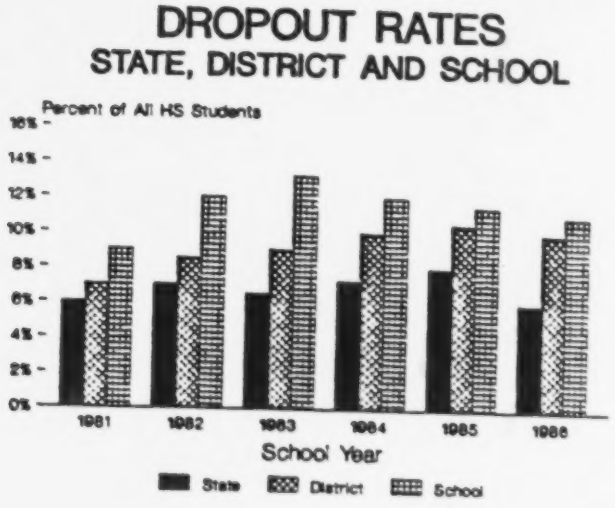
Administratively Reported	Student Self-Reported
Code of conduct:	Seek help with homework
Citizenship awards	Time doing homework
Vandalism	Time watching TV
Expulsions, suspensions	Use of study aides at home
Conduct reports	Course taking
Suspensions	Drinking/smoking/drug use
The School Experience:	Quality of effort
Attendance/tardiness	Victimization
Extra-curricular	Time in library
Drop out	Participation in class
Homework completion	Student employment

Table 1 is not intended to be exhaustive but illustrative of the kinds of data that could be collected from administrative records or from students themselves. Some of the behaviors could be included in both listings. For example, reports of assaults could be compared to the students self-reported assaults or administrative reports of course taking could be compared to self-reports.

What are some of the problems with measuring student behavior?

The major concern with behavioral measures are their unreliability. That is, they are subject to changes in how they are observed and reported over time. This happens in many ways. Let us take the example of a school where disciplinary referrals to the office are being recorded. One disciplinarian may record every referral while another records only "serious" referrals. In a school where homework assignments are given regularly and the importance of homework is stressed, student report of hours doing homework may be overestimated.

Figure 1



Narrative Statements

- From 1981 to 1986, students dropping out of school range from 6 to 8 percent, state-wide. The percent of students dropping out of school generally increased until 1986 when it dropped 2%.
- With the exception of 1986, the district rate increased steadily during the five years and was higher than the state averages throughout the period of review.
- The percentage of dropouts was higher in Sample school but within three percentage points of the district averages throughout the period.

Sample School Evaluation

While the state, district and school have emphasized the importance of staying in school, the percentage of students dropping out of school has declined only slightly, form 13% to 11%, in the past three years.

The Goal

Sample School was just beginning its school improvement work and school personnel were dissatisfied with the student dropout rate. They viewed this as a high priority area and set a goal of reducing the school dropout rate from its current 11% to 5% by the 1990-1991 school year. They also acknowledged the need for more information on the students who were dropping out before setting specific implementation goals in the next year. They set a short term goal that specific information on the course-taking patterns, achievement subtest patterns, attendance and student attitudes toward school will be collected in 1987.

These errors are particularly troublesome when there is a school-wide emphasis on the behavior. Once the importance of the behavior has been established, the reporting of that behavior can be impacted. Much effort will be required in establishing standards for administrative reports of school behavior and in providing instructions for student self-reports.

Standardizing the reporting of school related behaviors will require teachers and administrators, for example, to describe the kinds of behaviors that are to be referred to disciplinarians and to record referrals consistently, including the reason for referral and resulting actions.

Obtaining valid or credible reporting from students can be enhanced by the instructional set provided to the students about the self report and the clarity and framing of the questions. The instructions to the students should indicate the importance of the student report and the uses that the school is to make of their responses. The questions on the self report will need to be clear and within the students' experience level to answer. Asking students to tell "on average" how much homework they do each night or how much homework they did "last night" require different degrees of recall.

2. PLANNING THE DATA COLLECTION

Once behaviors have been selected, you will need to plan the data collection. In the case of administrative data, discussions with the school or district staff might indicate what kinds of data are being collected and in what format. Those who report and record the data can be asked about the quality or problems with the data.

If this is the first year that social behavioral data will be presented it is important to note the differences that might have occurred in the reporting in the past and make sure that recording and reporting are done consistently by all in the future.

Using the disciplinary reporting example above, the notation should be made that the number of referrals to the disciplinarians were equal but the reasons recorded for referrals were amended more often by one of them. This type of differential recording should be avoided.

How shall the data be reported?

Each behavioral item should be reviewed for the best method of presentation. There is a wide variety of ways the same data can be summarized and reported. For example, data on school absences can be reported by the total number for the school or be expressed as a percentage by dividing the total absences by the number of students. Reporting 1200 absences in a school communicates something different than reporting 2.16 absences per student. Even the latter reporting may obscure important information, however. If many students are never absent and a few are frequently absent, reporting the overall averaged may mask this distinction. If these distinctions are important, the absence report could be presented with the percent of students with perfect attendance, the percent with X days or less or the percent with X days or more.

Further, absences can be reported for the total year, month by month or day of the week. Each of the ways of reporting provides a different picture and allows differing ways of interpreting the information. The finding that a school has an average of 2.16 absences per student may not appear of concern. However, if it were further reported that the greatest portion of those absences occurred in the spring or on Fridays, then differing reasons and solutions might be established.

There are some "rules of thumb" when considering data portrayal:

1. Percents and averages provide more information than mere counts.
2. When there are very low incidence or rates of response, such as in reports of expulsions or vandalism, the rate should be expressed as a rate per 1000 rather than as a percent (rate per 100).
3. When behavior occurs infrequently(less than 5% of the time, for example), further analysis by subgroup is not meaningful.
4. School-wide results should be examined first. It is very helpful to examine comparisons to district or state totals or trends over time. If further study is needed, subgroup analysis or comparison of one measure with another will enhance the interpretation.

What other subgroup information is needed?

In planning the school profile it will be necessary to determine the comparisons you intend to make to ensure that you will collect the pertinent information. For example, if you wish to examine whether absences increase with grade level, then you will need to collect the absences by grade level, not just total absences across all grades. If you wish to look at the relationship between absences and school achievement or grades in school, then you would have to collect the information from the individual student records. If the student files did not contain both pieces of information, each student name and accompanying achievement score would have to be cross-referenced with the attendance file. The attendance information is then added to the record containing the student's name and achievement information.

3. COLLECTING THE DATA

This guide describes two kinds of behavioral data: administrative and self reported. Administrative data can be gathered from that already maintained by the school or collected as the result of the school profiling planning. Student reported data may be collected through a commercially published or locally developed instrument or from one that you design for your own purposes.

Existing Administrative Data

Once you have determined which of the administrative data you wish to examine, it should be easy to collect it. Unfortunately, you may find that you had hoped to look at such data comparing one grade to another, one student group to another or this data with another type of data and the data are not maintained in that fashion. Data may have already been summarized in ways that do not allow you to make the comparisons you intended and the original student-level data or other source documentation may not be available or may require too much time to reconstruct. You may be limited to looking at the data as collected and then revising data collection procedures for another time.

Designing New Administrative Data Collection

Effective schools research, your own thinking and planning, and experiences in the first year of profiling will each suggest new types or ways to record administrative data. In some cases, it may mean only a slight modification of existing practice. In others it may require a whole new recording system. You will have to balance the potential utility of the new data against the burden of collecting the new data.

Existing Self Report Instruments

Collecting self reported data from students can add a valuable perspective to a school profile, but there are important issues to consider in planning this aspect of your data collection. Foremost among these, is whether to develop your own questionnaire or checklist or seek to select from the many instruments already developed by others. The advantages of selecting an

existing instrument are that it has probably been pre-tested for clarity and suitability, it may have norms and/or subscales with suggestions for interpretation and standardized scoring and reporting may be available. Information in the instructions will assist you in preparing the students for the data collection. Disadvantages are that the instrument may focus on areas that you are not interested in, that it may be viewed by students as a "test" and that it may be costly.

Developing A Self Report Instrument

The primary advantage of developing your own instrument is that it represents what you think is important. In the first year of profiling, it may be as simple as ten questions. The disadvantages are that the more information you are looking for, the more you will have to think through the development and structure of the questions. This includes pre-testing it with some youngsters so that you will avoid obvious difficulties in their interpretation of the questions or your interpretation of the results. You will not have the advantage of norms or interpretation guides that are typical in commercially developed instruments.

How do you present the self report instrument?

Whether you use a questionnaire developed by others or if you use your own, you will need to follow standardized, consistent directions in presenting the material to the students. The students should be informed that their responses will help the school understand how student reported behavior might be related to student performance.

It is always important to ensure that the identifying information requested on the instrument is completed by each student. This can be done by walking around the room while reading the instructions, to observe whether students are providing the information correctly.

4. PREPARING THE DATA TABLES

Preparing data tables will depend on how much and in what form information is already available as well as the nature of any new information you are collecting.

How do you prepare administrative data?

The administrative data may be available as individual records of information or as summary sheets across classrooms, grades or other subgroups. If the data are available in individual records, you will have the opportunity to identify any subgroups you feel are appropriate before you summarize the data. A tally sheet will allow you to calculate descriptive statistics for the groups you have decided are important. You can identify the numbers, and percents of students in each group or you can identify the average and categorical breakdowns, depending on the kind of data you have. Table 2 represents a tally sheet where grade level and type of absences are reported. Here it is important to find the percentage by type of absences, not the percentage of students per grade, since a student may have both excused and unexcused absences.

Table 2

Work Sheet For Tallying Type of Absence by Grade Level

Grade	Excused Days	Unexcused Days	No. Students (ADM)
9	2,5,7,8, 10,4,etc.	7,1,4,4, 8,3,etc.	170
Subtotal	1346	1132	
10	4,3,1,1, 6,1,_	5,6,6,1, 3,4,_	179
Subtotal	1418	1675	
11	5,7,3,9, 3,3,_	4,5,8,8, 3,1,_	155
Subtotal	1507	1730	
12	1,5,8,9 4,3,_	8,8,4,5, 6,5,_	40
Subtotal	321	504	
TOTAL	4592	5041	544

For each student, the office would indicate the number of excused days absent, number of unexcused days absent and grade. For example, the tally sheet in Table 2 indicates for the first ninth grader, 2 days of excused absences and 7 days of unexcused absences. The rate of absences of each type per year for any grade would be the total number of days of each type per grade divided by the number of students in that grade (N) times the number of days in a school year. The result would be multiplied by 100 to obtain a percent. For example, the average number of excused absences for ninth graders would be calculated as follows:

$$\frac{\text{Excused Days}}{\text{N x (Tot school days)}} \times 100$$

$$\frac{1346}{170 \times 180} \times 100 = 4.4 \text{ average daily excused absence}$$

Other subgroup analyses of these data are possible. For example, the number and percentage of students absent more than a set number of days per year could be calculated for each grade. Rather than reporting absenteeism, the average daily attendance could be determined by simply subtracting the numbers in table 2 from 180 –the number of days in the school year–for each student and completing the calculations as shown above.

Once you have tallied your responses by any subgroup, you will "lose" the individual. You are now looking at aggregated data.

Tally sheets are useful to schools with a small number of students and few variables or information types. As the variety of information you wish to explore increases, the need for computer assistance will be apparent. For example, in a database or spreadsheet computer program you can enter data on individuals. The computer program will sort and group the data in many ways while maintaining the individual information for "just one more aggregation."

How do you prepare self reported data?

As with the administrative data, the self-reported data can be either hand-tallied from the survey instrument or entered into a computer program. The basic process of the tallying is the same. You can tally the responses from the entire group of students or subgroups of interest. Table 3 presents a tally sheet for three questions in a self-report survey of students' study related habits at home.

Table 3

Tally Sheet for Questionnaire

Question	Answers	No.Answering	Average
1. How many hours did you spend studying last night?	2,0,0,1.5, 3,4,0.0.0, 0.0,.etc.	30	1.8
Subtotal	54		
2. How many hours did you spend watching television last night?	4,5,6,3,1, 0,1,2,4,4, 3,.etc.	28	4.5
Subtotal	126		

If you wish to understand more about the responses to the self report, you will have to report the answers by your predetermined categories. For example, if you wish to examine whether student GPA is related to study time at night, you will have to record the students' GPAs as you record their responses to the self report. Table 4 presents a tally using GPA and self reported responses.

Table 4

A Tally of Self Reported Study Habits with Grade Point Averages

	Student GPA		
Question	1.0-1.9	2.0-2.9	3.0-4.0
1. How many hours did you spend studying last night?	0,0,0,. _ N=4 Av= .2	1,0,1,. _ N=9 Av=.8	2,3,4,0,. _ N=17 Av=2.3
2. How many hours did you spend watching television last night?	4,5,6,. _ N=4 Av=5.8	2,4,4,. _ N=9 Av=4.5	2,3,0,1,. _ N=17 Av=2.5

Once the data are tallied, you will have to decide how to present the information so that it clearly portrays what you are trying to describe. The table title and labels should reflect the behavior, the group or subgroup of students and the time period under consideration. Since most people have difficulty reading tables with too much information, it is best to limit the

amount of information for each table.

Table 5 presents an example of administratively reported student behavior data from one school. It reports the rate of absences among all students in a sample high school.

Table 5

Absence Rate In Three Years At Sample High School

Year	Percent of Absences
1983	9.8%
1984	10.0%
1985	10.2%

Another way to present these data available from Sample High School is as we did previously--tallying the unexcused and excused absences by grade level. Table 6 presents this information for one school year.

Table 6

Rate of Absences By Type and Grade in Sample High School

	Grade			
Type of Absence	9	10	11	12
Excused	4.4%	4.4%	5.4%	4.6%
Unexcused	3.7%	5.2%	6.2%	7.0%
Total	8.1%	9.6%	11.6%	11.6%

Presenting the data this way provides more information on absenteeism in a given school year. If the interest is in examining trends over time, as shown more generally in Table 5, it becomes more difficult to easily grasp the information. Table 7 presents the additional information.

Table 7

Rate of Absences by Type, Grade and Year in Sample High School

		Grade			
School Yr and Type of Absence		9	10	11	12
1982-3					
	Excused	4.4%	4.4%	5.4%	4.6%
	Unexcused	3.7%	5.2%	6.2%	7.0%
1983-4					
	Excused	5.3%	5.6%	5.5%	6.8%
	Unexcused	2.9%	3.8%	4.6%	6.1%
1984-5					
	Excused	5.7%	5.9%	6.5%	7.1%
	Unexcused	3.8%	3.5%	4.3%	4.4%

In general, as you add more information to the tables, it is more difficult to quickly identify trends or draw conclusions. For example, the data presented in the above table could have also been presented by boys and girls, low and high achieving students or by curriculum type e.g. vocational or academic.

For many people, the presentations will be more easily understood if they are presented as graphs. Understanding what the data look like in tabular form will help you understand the ways to present the data in graphic form. We will now turn to some examples of graphic presentations.

5. REPORTING THE RESULTS

There are many ways of presenting the data. Based on the tables, you will want to present data in ways that will clearly highlight important trends and guide interpretations and evaluations of the results. This step is sometimes called data exploration. You are looking at the data tables to determine which ones to present and how to present them in your profile.

In the interests of efficient and informative data portrayal, it is generally inadvisable to present data that show no new or "value added" information. For example, if data were collected on boys and girls absences and, as usual, there were no differences between boys and girls at any age level, then presenting that table or graph would not be as useful. It may be helpful to indicate that data were reviewed on absences and sex of the student and no differences were noted. If, however, the purpose of a profile is to present a full picture of results in key areas of performance, all results can be presented graphically.

There are other instances when no changes in the data over time or no differences among groups <u>should</u> be presented. For example, if a special program emphasis designed to reduce absenteeism, were promoted and after several months there was no reduction in absenteeism, the result of "no difference" is an important finding. In general, whenever one would expect differences to occur among groups and these differences are not found, it would merit reporting.

What are the most important comparisons?

In presenting the data, it is generally advised that, unless you are presenting the data for the first time in the school–the baseline data–it is advisable to consider comparing each data element with some other data of the same type. This is a major feature that distinguishes mere <u>description</u> from <u>comparison</u> which can lead to useful <u>interpretation</u>. It is like placing the data in a context for analysis. For example, it is one thing to say that the absentee rate is 10% for a school. It is another to compare it to a state average rate of 15% or 2%.

In presenting behavioral data, we will use four types of comparisons: presentation of data in relation to other groups or standards; presentation of data by subgroups within the school; presentation over time and presentation with other measures. These presentations will offer the opportunity for you to review and evaluate the information portrayed in the presentation. This activity is the analysis phase. It precedes the task of writing narrative statements and setting goals for school improvement.

For purposes of offering suggestions for portraying these varying comparisons, we will not indicate narrative statements for each presentation. You may wish to think what you would indicate as we demonstrate the various presentations.

<u>Presentations relating your school to other groups or standards.</u>

In instances where there are published norms, such as those usually available with a self report

instrument from a commercial publisher, you will want to present your results based on the norms provided. However, in much administrative data or when using an instrument that you developed, there will often be no norms.

One approach to comparing your data against other data is to find out whether your district or state is maintaining data on a variable of interest to you. You will have to find out if they are defining the occurrence of the behavior as you are and are recording it in the same manner.

Figure 2 represents the results of a student self-report of substance usage reported in a local school district. The profile represents a sample school and the district averages. This graph is a simple bar graph using shading to differentiate the sample school results from the district averages.

Figure 2

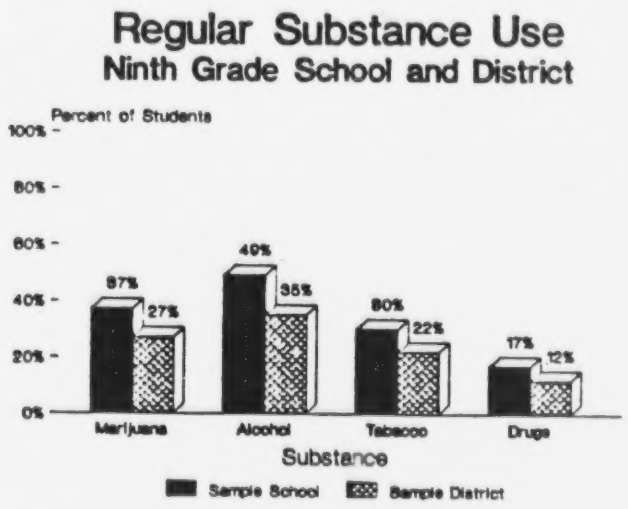
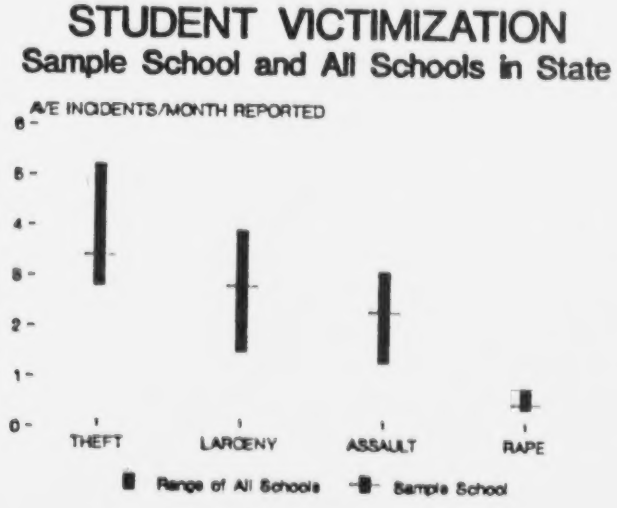


Figure 3 displays the results of a self report instrument that asked students how many times they were victims of theft, assault, etc. in the past month.

Figure 3



This graph is a "high-low" type graph. The range of the bar indicates the range of incidents from all schools in the state. The horizontal cross-mark indicates the average number of incidents per month at Sample School.

Figure 4 portrays results from a self-report instrument where students were to report their employment status the previous week. This display shows the percent of employed students at each grade in Sample School with comparable results from the state and nation, although national data were available only at the twelfth grade.

Figure 4

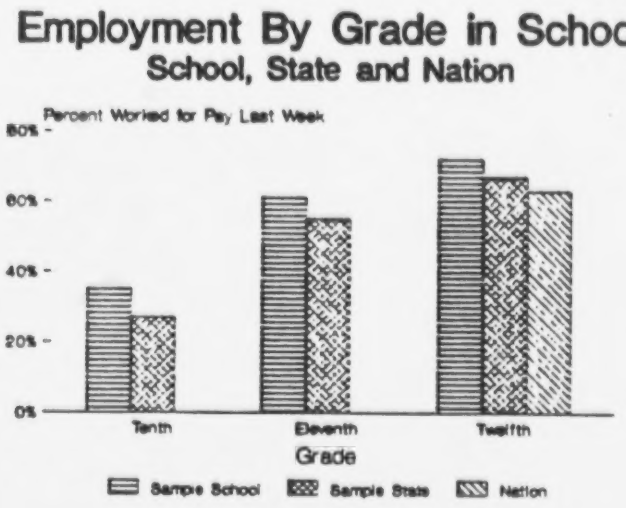
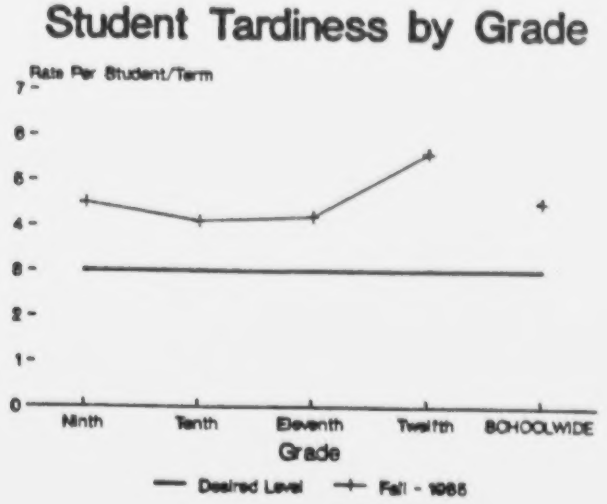


Figure 5 compares student tardiness at four grade levels with a school-wide objective. Rather than comparing these data with other schools, or the district or state averages, this school set a goal of no more than three tardies per student per term. The goal is represented by the solid line in the graph. The results from the school are indicated with the lighter line.

Figure 5



Presentations using subgroups.

As you try to understand patterns and suggestive relationships in the data, it will sometimes prove helpful to examine subgroup differences in the reported behavior. Both administrative and self-reported data are presented below.

Figure 6 presents the drop outs by sex and year for Sample School and the District.

Figure 6

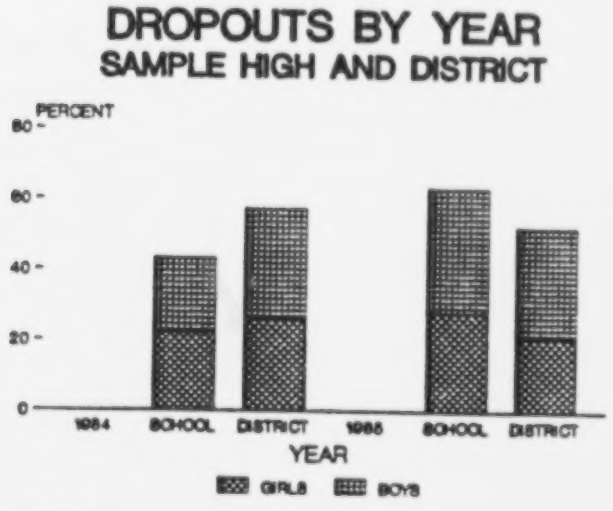
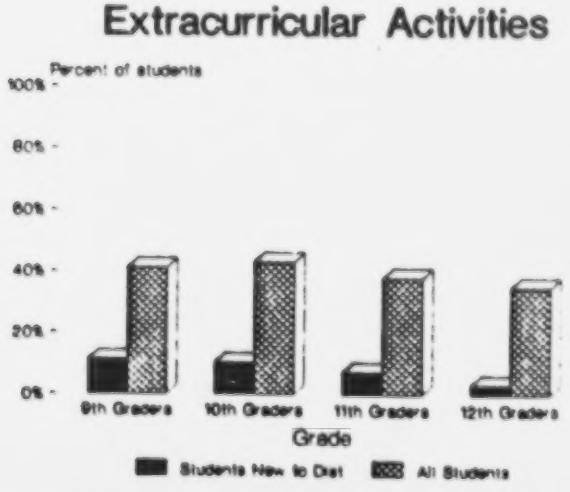


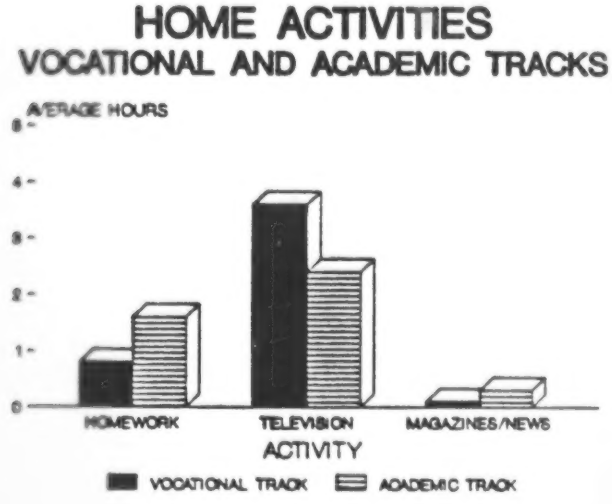
Figure 7 presents participation in extracurricular activities for all students and for those who have entered the district within the last school year.

Figure 7



Finally, Figure 8 presents the amount of time spent watching television, studying or reading a magazine or newspaper "last night" by students in the academic and vocational tracks.

Figure 8



Presentations over time

Analysis of data over time allows you to see the changes that occur in the school population. Trend lines allow you to examine whether the behavior of interest is improving, declining or remaining the same. You can look at the same group of students as they move through the grades or you can look at several grades at one point in time.

Figure 9 presents a simple trend line over time for three subgroups of students. The percentage of students enrolled in academic, general and vocational tracks were plotted for three school years.

Figure 9

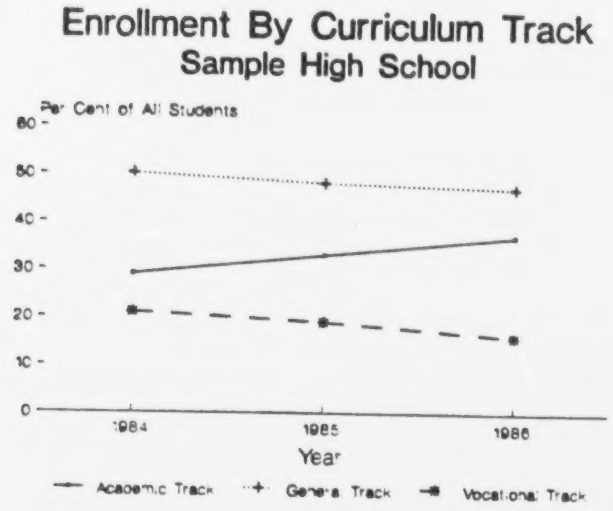
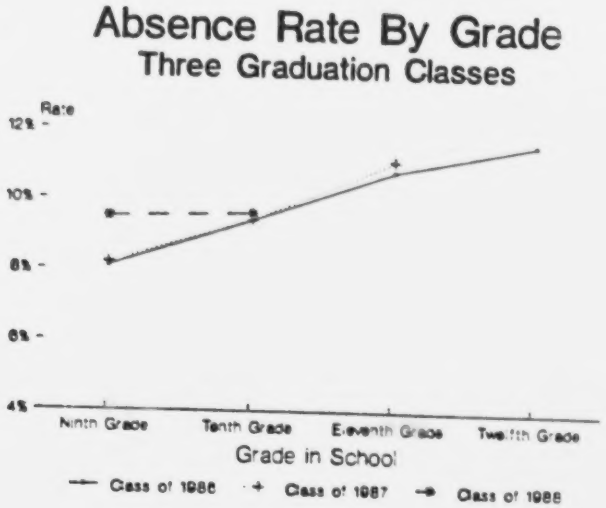


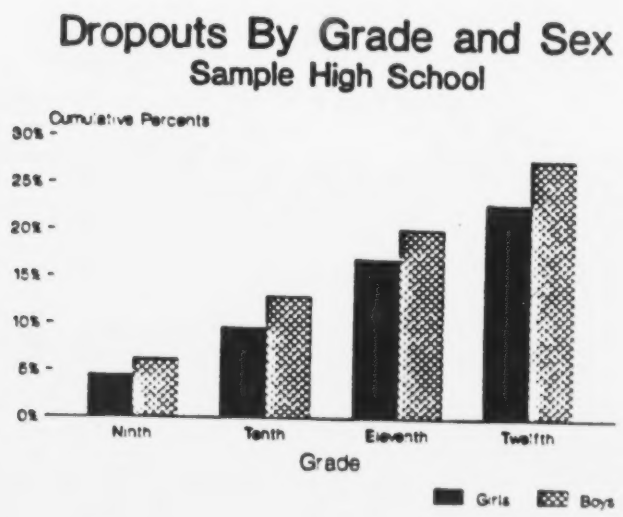
Figure 10 presents three cohorts or classes of students over time. Their absence rate is presented at each grade level. Notice that the the class of 1986 has all four points shown from ninth to twelfth grades, whereas each subsequent class has one less point shown; corresponding to the number of grades they have completed to this point in time.

Figure 10



Finally, trends over time can be shown cumulatively. Figure 11 presents the cumulative dropout rates in one school for boys and girls in grades nine through twelve.

Figure 11



Presentations comparing different measures.

Comparison of important behaviors with other measures allows you again to look at potential relationships among behaviors. If some behaviors seem to "go together," then potential explanations may emerge.

Figure 12 presents the rate of suspensions per 1000 students by the students' grade point average, represented in four categories.

Figure 12

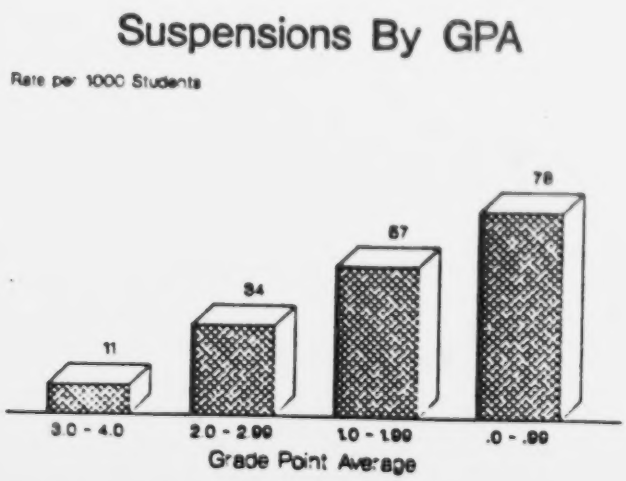
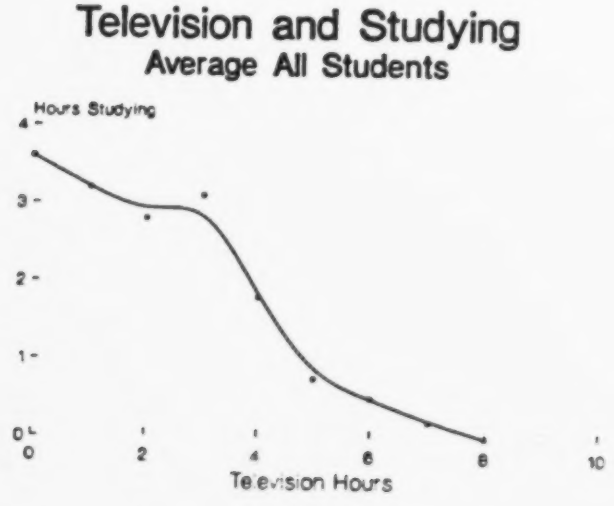


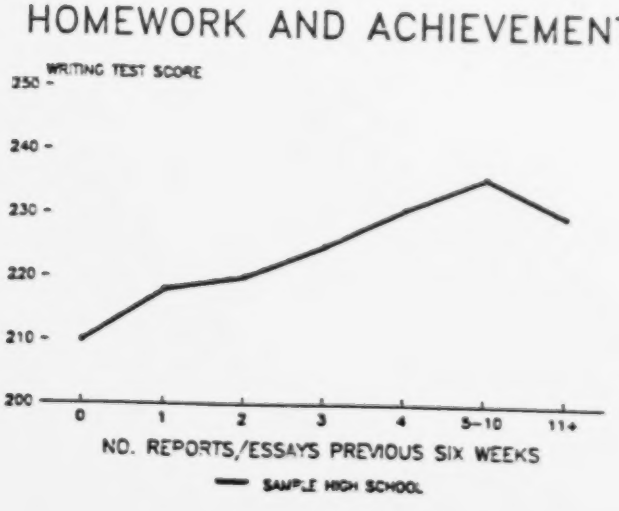
Figure 13 uses a line graph to portray a relationship between the hours students reported studying and the hours they reported watching television. This is a rather intuitive finding, but it illustrates a way you can present relationships in your profile.

Figure 13



Finally, Figure 14 presents another type of relationship between two measures. It portrays the number of reported writing assignments completed in the previous six weeks and the achievement on a writing test.

Figure 14

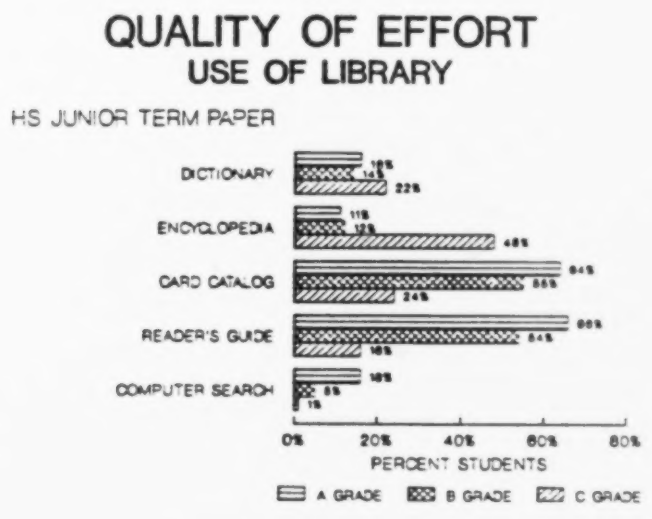


6. DEVELOPING NARRATIVE STATEMENTS

Following the preparation of your tables or graphs, you should develop one to three statements that represent the most important facts shown in the data display. This is putting into words the salient points that the graph is revealing. It would be helpful to have several people review the graphs and your narrative statements to confirm your impressions of the important "findings." The narratives selected should present a broad, rather than narrow, picture of behavior. They should reflect the results of all groups in the school rather than just averages. The narratives should not be written to emphasize only positive or negative results, but a realistic, balanced objective picture of how well students are doing in the school.

Earlier in this paper we presented a graph with the narrative findings (Figure 1). Figure 15 presents another example of the results of student self reported quality of effort made to prepare their junior term paper.

Figure 15

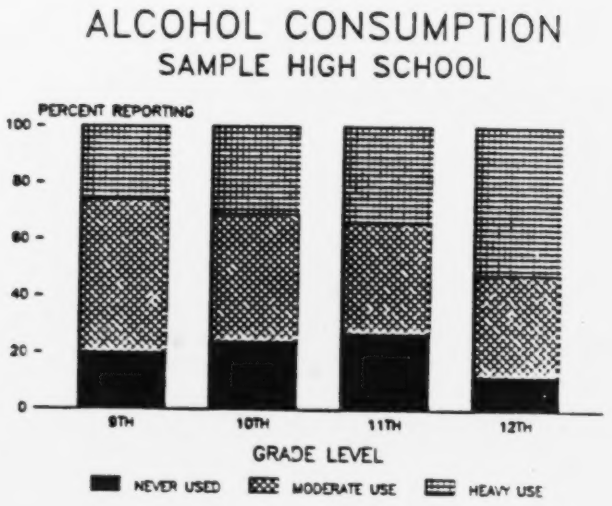


Narrative statements suggested by the presentation might include:

- Most students reported using study aides that are considered as requiring more sophisticated preparation strategies.
- Students earning grades of "A" and "B" used the card catalog, Reader's Guide and computer search more frequently than did other students.
- Students who attained "C" grades reported using the dictionary and encyclopedia primarily. Fewer "C" students used the card catalog, Reader's Guide and computer search.

Figure 16 represents information from a self-report of alcohol use in a high school.

Figure 16



- Self-reported alcohol use at Sample High indicates increasing "heavy use" from ninth to twelfth grade.

- The percent of "never used" increases with grade until the twelfth where it decreases over 10%.

7. EVALUATING THE FINDINGS

Following the preparation of narrative statements with each graph or table, you will evaluate all of the information presented. Some of the narrative statements from different portrayals will be redundant, but the key is to draw the most important of these together.

Next you will want to rank or place a priority on your findings. The Onward to Excellence program of the Northwest Regional Educational Laboratory has developed a two staged procedure combining rating of relative importance with rating of satisfaction with the result. In this procedure your feeling of satisfaction or dissatisfaction with the results as they describe student performance in the areas depicted and the importance of each area in the overall plan for school improvement is assessed. Rating the findings using this paradigm or one of your own will provide you with a better understanding of the relative priority of the findings as you prepare to develop goals for improvement.

8 DEVELOPING GOALS

Once you have determined the relative priority of the findings, you will want to consider goal statements. The goal statements can go only as far as seeking further information on the issues as in the illustration presented early in this paper (see Figure 1) or you may begin the process of identifying alternative solutions.

In general, it is helpful to make your goal statements reflect what you hope to accomplish in the next year. They may indicate a desired level of performance, a special emphasis to affect performance or a reference to examining the issue further. After you have experience with profiling you will want to include both long- and short-range goals in your goal setting.

References

Wolf, Richard. Evaluation in Education: Foundations of Competency Assessment and Program Review. New York: Praeger Publishers, 1979.